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ABSTRACT

This paper articulates a framework for the development and integration of three instructional strategies--discussion, reading and learning from text guides, and writing--to teach secondary school students how to produce independent and productive responses to literature. An explanation of the need for and rationale behind an integrated approach is presented first, followed by a series of developmental strategies for moving from a teacher directed to a student initiated method of responding to literature. The article proposes a five-phase instructional process for integrating these strategies, and demonstrates how discussion, guides, and writing fit into the five-phase instructional approach by providing concrete examples drawn from specific literary works. The paper advocates the integration of instructional methods and processes to form a model for developing independent student responses to literature. (Two figures are included; 19 references are attached.) (PRA)

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TOWARD A COMPLETE RESPONSE TO LITERATURE; DISCUSSION CLUSTERS, GUIDES, AND WRITING

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TOWARD A COMPLETE RESPONSE TO LITERATURE; DISCUSSION CLUSTERS, GUIDES, AND WRITING

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Introduction

In this article we articulate a framework for the development and integration of three instructional strategies--discussion, reading and learning from text guides, and writing--to teach secondary school students how to produce independent and productive responses to literature. An explanation of the need for and rationale behind an integrated approach is presented first, followed by a series of developmental strategies for moving from a teacher directed to a student initiated method of responding to literature. Next, a five-phase instructional process for integrating these strategies is proposed. Finally, we demonstrate how discussion, guides, and writing fit into the five-phase instructional approach by providing concrete examples drawn from specific literary works. This integration of instructional methods and processes form a model for developing independent student responses to literature.

Integrating Instructional Strategies

In his book Horace's Compromise (1984) Theodore Sizer advocates reorganization of the traditional subject areas found in secondary schools into four domains of content: (1) inquiry and expression, (2) mathematics and science, (3) literature and the arts, and (4) philosophy and history. Others cite growing interest in integrated curricula, instructional processes, and models which appear to reach groups of students at all grade levels who possess varied learning styles, interests and abilities (see, e.g., Shoemaker, B. 1989). Whether integration means

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a core curriculum, fused curriculum, or interdisciplinary approach, the impetus behind any type of integrated learning environment is increased student interest and learning.

In this same vein, then, integrating instructional strategies allows teachers to reach a wider variety of student interests and abilities. In addition, learners are given greater opportunity to discover a style of learning that best fits their particular learning style. In this way, one learning activity acts as a support for other activities. Discussion may facilitate guides which may facilitate writing, for example; or, any combination of these instructional strategies may bolster a learner's ability to improve in another area and to learn more about a given subject, i.e., reading and responding to literature. For these reasons, we believe a framework for integrating instructional strategies via the five-phase process outlined subsequently, here, is a way to instruct school children and help them learn to respond to literature.

Three Common Strategies

Discussion. Although Joyce and Weil (1986) do not include discussion as a separate model of teaching, discussion is a crucial part of many of the models. The Advance Organizer, an information processing model, is achieved partly by soliciting responses from the students. Group Investigation and Role Playing, social models, rely heavily on students interacting with one another to solve problems. Classroom Meeting and Synectics, personal models, are predicated upon active student participation. Other than writing, discussion is the only way students can respond to what they have read in their texts and, consequently, is crucial to learning from text (Hill, 1969;

Singer & Donlan, 1989; Taba, 1965, 1967). Although teacher-directed discussion is important in the beginning phases of instruction, it can, later on, particularly in large classes, be inhibiting to many students. Therefore, the potential for participation and interaction increases when the class is divided into small groups (Moffett and Wagner, 1983), or discussion clusters. It is much easier for a reticent student to talk out in an informal grouping of six or seven peers than it is in front of an entire class.

Guides. Guides are generally duplicated sheets that help the students process information and concepts presented in a text. Herber (1970, 1978) makes a distinction between reading guides, those aids that help the students in the process of reading the text, and reasoning guides, which engage the students in high level critical thinking with respect to the text content. Both reading and reasoning guides are constructed so that students respond in binary fashion to statements. By determining which statements are reflective of the text and which are not students can learn effectively from the text. Donlan (1974, 1975) uses the term *participation guide* to describe sequences of student activities divided into sections labeled "Before You Read," "While You Read," and "After You Read." Singer and Donlan (1989) distinguish between two kinds of guides: reading guides, which provide overviews of text, facilitate vocabulary development, and teach thinking processes necessary for understanding certain texts; and learning from text (LFT) guides, which are comprised of statements (after Herber) or questions arranged according to factual level, interpretational level, and generalized level. The LFT guide combined elements of both the reading and reasoning

guides of Herber.

Like any strategy, guides should be used in developmental fashion. Simpler guides should be presented in the earliest stages of instruction. The guides should become more complex as instruction continues, until the students are able to develop their own guides and, subsequently, internalize learning from text processes.

Writing. In addition to oral discssion and learning guides, writing is a common means of student response to text. Although teachers continue to use traditional kinds of writing tasks, such as study guides, essay examinations, library reports, and term papers, students can create written responses to text more quickly and informally with such activities as logs (Barr, D'Arcy & Healy, 1982), graphic organizers (Donlan, 1985), clustering, mapping (Buckley & Boyle, 1983), and summarization (King, Biggs, & Lipsky, 1984). In developing a series of writing activities that show the students how to make more complex personal and analytical responses to literary text, Kahn, Walter, and Johannessen (1984) suggest using literature as a data base for gathering facts, developing concepts and generalizations, solving problems and testing hypotheses.

As Figure 1 shows, these three common instructional strategies can be implemented in three distinctly different ways, based on the type of learning model used.

[insert Figure 1 about here]

If information processing is desired, then discussion can be facilitated by using an advance organizer, guides can help students become active participating learners, and writing can be enhanced by using graphic organizers and/or study guides. For a social learning model, group investigation and role palying are excellent ways to engage students in discussion, guided learning can be facilited by LEF's, and writing strategies can be aided by using clustering and mapping. At the personal level discussion takes on a slightly different form, i.e., classroom meetings and synectics. Guided strategies are enhanced by reading guides; writing takes on the more conventional forms of essay exams, library and term papers.

Phasing In Student Participation

Perhaps the ideal learning situation occurs when students take the inititave to participate in their own learning, rather than having to be coerced by teachers into compliance. And because the study of literature requires some type of text rendering (usually reading), sharing, and guidance or direction, it behooves classroom teachers to organize students in such a way as to encourage peer exchange of ideas. In this regard, cooperative learning is an instructional grouping technique that serves well.

Robert Slavin has been a leading spokesman for cooperative learning as a way of grouping students heterogeneously within the classroom to create a better learning environment, thus enhancing student achievement. To make cooperative learning work, however, the teacher must carefully place students into learning groups that will maximize group and individual learning. This means that the teacher must know not only students' academic abilities but the interpersonal skills possessed by each student, as well.

With several different learning groups in the classroom and the teacher providing direct assistance to one group at a time, the other groups will necessarily work without direct supervision for given amounts of time. Some view this situation as a drawback of cooperative learning; however, it can be an asset to secondary students who are capable of engaging in learning activities in collective independence. As such, the oxymoron of individual group work can stimulate students to think critically about literature in a less oppressive atmosphere than the more didactic teacher - to - class discourse arena often allows. Moreover, students learn to depend less on the teacher and more on themselves and one another.

[insert Figure 2 about here]

When using discussion clusters, teachers should use a five-step procedure designed to phase in student participation and phase out teacher direction (Singer & Donlan, 1989):

1. Students meet in small clusters to respond to text. No student oral summary report is required.
2. Students meet in small clusters to respond to text. One student is designated to present an oral summary report to the class from his or her own seat or standing by the group circle.

3. Students meet in small clusters to respond to text. Student representatives from each group convene at the front of the room as a symposium and present their individual oral reports. The teacher can serve as a moderator.
4. Students meet in small clusters to respond to text. Each cluster has a different agenda of questions to which to respond. Student representatives from each group convene at the front of the room and present their varied reports. A student should serve as moderator.
5. Students meet in small groups to respond to a problem generated in the text. Each group supplies its own solution. Representatives from the clusters convene at the front of the room in a panel discussion to determine which group solution is the best.

Like any strategy, guides should be used in developmental fashion. Simpler guides should be presented in the earliest stages of instruction. The guides should become more complex as instruction continues, until the students are able to develop their own guides and, subsequently, internalize learning

from text processes. Here is a five-step sequence for using guides:

1. Teacher prepares an LFT guide containing statements about the text grouped according to factual, interpretive and generalized levels of comprehension. The factual items should be almost verbatim from the text, with the interpretive and generalized items lending themselves to arguments. The same guide is distributed to all students in the class.
2. Teacher prepares an LFT guide containing statements concerning the text grouped according to factual, interpretive, and generalized levels. The factual statements should be worded more subtly causing the students to make finer discriminations. The interpretive and generalized level items should also demand more discriminating thought and discussion. The same guide is distributed to all students in the class.
3. The teacher prepares an LFT guide containing questions to motivate student discussion of text. The questions should be grouped according to the levels of

responses the questions elicit: factual, interpretive, and generalized. The same questioning guide is distributed to all students in the class.

4. The teacher prepares a guide of questions that are grouped into five or six categories. Each category should focus on one aspect of the text and should contain four to six questions which students can discuss within a reasonable time limit. Although the students get copies of the same guides, students grouped for discussion are asked to focus on only one category of questions. This type of guide allows the text to be discussed in greater depth within the same time frame used before in the LFT guides and the general questioning guide.

5. The teacher poses a major problem that is inherent in the text. The students, in small groups, develop an agenda of questions to discuss in order to reach a solution to that problem. Students should be encouraged to model the type of

questions the teacher used in steps 3 and 4 of this sequence.

As with discussion clusters and guides, writing activities should be sequenced developmentally. Here is a suggested series of five types of writing tasks that students could use in responding to text:

1. In small groups, students make a collective judgment on the text and supply a series of reasons why they feel the way they do. The group report can take the form of a paragraph, a list of numbered reasons, a map, a graphic organizer,or a cluster chart. Although members of the group render personal judgments, a consensus must be reached. Having to supply reasons motivates the students to be analytical in their responses.
2. Individually, students make a response to the text. Depending upon the level of student ability, paragraphs, lists, maps, graphic organizers,or cluster charts would make appropriate responses to literature.
3. Students write longer and more complex responses to the text. Paragraph and multiple paragraph responses should contain

three levels of ideas: main statements, reasons, and references (direct or indirect quotations) to the text. In personal responses the student should make close connection between real and vicarious experiences. Analytical responses should reflect the student's ability to make assertions about the text and document these assertions with strong reasoning and pertinent references to the text.

4. The student should continue to make increasingly complex personal and analytical responses to the text. Writing can be prefaced with some formal data gathering and sorting activity: values clarification strategies (Simon, Howe, and Kirschenbaum, 1972) and evidence extracts and warrant workouts (Kahn, Walker and Johanessen, 1984).
5. The student should begin writing argumentative or persuasive responses to text that involve suggesting a solution to a problem and the justifying the solution with effective reasoning and documentation from text.

Integrating the Strategies. Integrating studies or integrating the curriculum at all levels of schooling has been gaining favor with educators over the past decade (Shoemaker, 1989). However, precisely what is meant by integrated approaches to learning and subject content is not entirely clear. The meaning of integration, as we use it here refers to a combination of instructional strategies employed within a given unit or lesson plan to maximize student learning. Hence, to teach literature effectively and to reach as many students with varying learning styles as possible, we agree with Shoemaker (1989) that a combination of teaching and learning strategies is more productive than a single approach.

So far, it has been shown that discussion clusters, guides, and writing activities are strategies that involve students in responding to text. Each of the three strategies can be sequenced in a series of steps to insure that the students can gain independence in reading and learning from text. What follows is a description of how the three strategies can be integrated in a five-phase instructional process, applied to the teaching and learning of literary text. To make the descriptions more concrete, specific literary selections will be used as examples.

A Five-Phased Instructional Process

Discussion clusters, guides, and writing activities are strategies that involve students in responding to text. Following is a description of how the three strategies can be integrated in a five-phase instructional process, applied to the teaching and learning of literary text. To make the descriptions more concrete, specific literary selections will be used as examples.

Phase 1: Discussion Clusters with no report, LFT guides, and group writing

Illustrative literature: "Fever Dream," by Ray Bradbury

Discussion Cluster Procedure. The first phase of using discussion clusters involves students using the same agenda of items from a learning from text guide with no formal report. In discussing "Fever Dream," the students spend their time trying to reach consensus on the items in the learning from text guide. When disagreements arise, students refer to passages in the Bradbury text to support their views. Since this is the earliest use of discussion clusters, students should not feel constrained to report their findings to the class as a whole.

The Guide. The guide should involve a series of statements about the literary text, divided into factual, interpretive, and generalized levels. Since this is the first phase, the statements, for the most part, should be direct, rather than tricky. What follows is a sample LFT guide that might be used in teaching the short story "Fever Dream," by Ray Bradbury. It contains 16 items: 8 factual level, 5 interpretive level, and 3 generalized level:

LFT GUIDE FOR

"FEVER DREAM"

BY RAY BRADBURY

Instructions to the Student: Now that you have read "Fever Dream," by Ray Bradbury, place an X by each of the statements about the story that you agree with. When you are through, share

your answers with the other members in your group. When the members of your group cannot agree with you, locate passages from the story that support your answers. Try to get the members of the group to reach agreement.

_____1. As the story opens, Charles, 13 years of age, has just recovered from a serious illness.

_____2. The "terror" first attacks Charles' hands.

_____3. When Charles first complains, the doctor is concerned and tires to find the problem.

_____4. When Charles complains to his mother, she believes him and brings him soup.

_____5. When the doctor returns in the evening, he is more concerned about Charles" condition than he was earlier in the day.

_____6. Charles' "fever dream" reflects his growing concern that microbes are taking over his body.

_____7. When Charles awakens from his fever

dream, he feels that he has died.

_____8. At the end of the story, Charles is happy.

_____9. The doctor treats Charles' symptoms seriously.

_____10. Charles has a clear idea of what is happening to him.

_____11. The doctor and the mother are equally concerned about Charles' health.

_____12. The disease moves in a bottom to top direction.

_____13. Charles undergoes a radical personality change during the course of the story.

_____14. The fever dream is not a dream at all.

_____15. The disease Charles has is real.

_____16. Charles is the same person at the end of the story that he was at the beginning of the story.

Writing. Since this is the first phase of instruction, students can respond to the literary selection as a group. Rather than having each student write a response, the teacher might encourage the students to write a

consensus response. Here is a suggestion for teaching students to respond to Bradbury's "Fever Dream":

> To the Discussion Groups Now that you have read and discussed Ray Bradbury's "Fever Dream," you probably feel it was either a good story or a not-so-good story. In groups, try to reach a consensus about the quality of the story, and compile a written list of reasons for your group consensus. In giving your reasons, feel free to refer to the text for specific information for support. Your group response may take the form of a numbered list or it can be written more formally as a paragraph.

Phase 2: Discussion clusters with one student per group reporting, LFT Guides, and group writing.

Discussion Cluster Procedure. In Phase 2, students progress through an LFT guide in the same was as they did in Phase 1. One student from each group, selected either by the teacher or by the group, reports to the rest of the class, only on those items on which members of the group disagreed. The student also refers to the passages from the text that settled the various arguments. The student can deliver the report from his or her seat. Later the reporter might be encouraged to stand by the group while giving the report. The teacher can serve as moderator, pointing out similarities and

differences in the various reports, and summarizing both what the students learned about the story and how they learned it.

The Guide. The guide can be constructed in the same way as it was in Phase 1. Depending upon the ability of the group, the teacher might want to make the statements increasingly subtle to insure increased argument and discussion.

Writing. The teacher can continue the use of group writing, although, if the class seems ready, the teacher might want to begin having students submit individual responses to literature based on what the groups discussed.

Phase 3: Discussion clusters with staged symposium, questioning guides, and individual writing.

Discussion Cluster Procedure. In Phase 3, students respond to questions rather than statements. As in Phase 2, all groups have the same set of items to which to respond. Following the discussion, the reporters make their presentations at the front of the room, a kind of panel or symposium. Each of the panel members reports on one or two questions from the guide which produced the most disagreement and then discusses how agreement was reached. Panelists are encouraged to refer to text passages that were used to settle the arguments. To make the symposium run smoothly, the teacher should, as in Phase 2, moderate the presentation, that is, introduce the topic and the speakers, make transitions between speakers, and summarize.

The Guide. Having moved through LFT guides of increasing complexity, the students are prepared to discuss questions that demand factual, interpretive, and generalized level responses. Here is a sample questioning guide for the

short story "Four Eyes," by Joseph Petracca. Of the six questions, two are factual level, two are interpretive level, and two are generalized level:

QUESTIONING GUIDE FOR "FOUR EYES"

BY JOSEPH PETRACCA

Instructions to the Student: Now that you have read "Four Eyes," by Joseph Petracca, quickly answer the following questions on your own. Later, share your answers with the other members of your group. If the other members disagree with your answers, locate passages from the text that support your answers. Try to reach agreement in the group on all questions.

1. What were some of the things in the story that indicated that the action did not take place in the present?
2. What happened at home to let you know that the father was a dictator?

---

3. How would you describe the relationship between Joey and his father? his mother? his sisters?

4. What one character helped the most to solve the problem about the glasses? Why did you choose that character?

---

5. Does Joey's family deal effectively with problems and conflict?
6. If the father had been portrayed as a kind and understanding man, how would the story have been different?

Writing. In this phase, the teacher might elect to use one or two types of writing activities: personalized or analytical. In framing a personalized writing activity for the students, the teacher might ask the students to relate some aspect of the story to the students' own lives. For example,

> To the Student: The story "Four Eyes" deals with family life. In fact, as you read the story you might have thought "I know just how Joey feels" or "That certainly never would have happened at my house." Whatever the case, recall a personal experience that involved the various members of your family and write about it. You might want to make it funny, as in "Four Eyes," or you might want to write about

> it seriously. If you cannot think of an
> experience, write about another family you know
> or make up an experience.

In framing an analytical writing activity, the teacher might want to do something like this:

> To the Student: Refer to your questioning
> guide. Select either Question 5 or Question 6
> and answer the question in one paragraph,
> giving your own reasons for support. In
> further supporting at least one of your
> reasons, select a passage from "Four Eyes" and
> quote directly or indirectly from it.

Although in Phase 2 students may have begun to respond individually to the literature, they may still share their writing with the other members of their discussion clusters for both personal and analytical writing.

Phase 4: Discussion clusters with a staged symposium, different questioning guides, and more complex individual responses to literature.

Discussion Cluster Procedure: In Phase 4, student groups respond to different rather than identical questions. In planning the questioning guides for the discussion clusters, the teacher should make sure that the clusters of questions are equal in difficulty so that the groups can finish at about the same time. Following the discussion, the reporters make their different presentations at the front of the room, a truer kind of panel or symposium than was used in Phase 3, where the symposium participants reported on the

same information. Each of the panel members reports on the questions from his or her group's individual guide, again focusing on areas of agreement and disagreement and how consensus was reached. Panelists are encouraged to refer to text passages that were used to settle the arguments. To make the symposium run smoothly, the teacher, having modeled effective moderator behavior, can appoint one of the panel to moderate the presentation, that is, introduce the topic and the speakers, make transitions between speakers, and summarize.

The Guide. The questioning guide is divided into sections, one section for each of the discussion clusters. Each section contains a series of questions that deal with one specific aspect of the literary text. Groups are directed to discuss only one section of questions. Here is a sample questioning guide for the short story "The New Kid," by Murray Heyert:

> Instructions to the Student: Now that you have read "The New Kid," by Murray Heyert, discuss in your group the questions that are identified by your group number. For example, if you are Group Three, answer only those questions under "Group Three." Try to reach agreement in the group on all questions. Later, a member of your group will present your answers in the form of a report that will be given to the rest of the class as part of a symposium. During

the symposium, you will hear how the other groups answered their questions.

GROUP ONE

Instructions: Answer the following questions concerning MARTY.

1. List five things Mary does or says to the new kid that you would consider unkind.
2. Why do you think Marty treats the new kid badly?
3. Would you like Mary on your team? Why or why not?

GROUP TWO

Instructions: Answer the following questions concerning PAULIE DAHLER.

1. Finish the following sentence: After reading this story I am convinced that Paulie Dahler is (a)--------- and (b)----------.
2. What specific things does Paulie do and say to make you think he is (a)?
3. What specific things does Paulie do and say to make you think he is (b)?
4. What effect does Paulie have on Marty? on the new kid?

GROUP THREE

Instructions: Answer the following questions concerning EDDIE.

1. Finish the following sentence: After reading this story I am convinced that Eddie is (a)--------- and (b)----------.
2. What specific things does Eddie do and say to make you think he is (a)?
3. What specific things does Eddie do and say to make you think he is (b)?
4. What effect does Eddie have on Marty? on the new kid?

GROUP FOUR

Instructions: Answer the following questions concerning GELBERG.

1. Finish the following sentence: After reading this story I am convinced that Gelberg is (a)--------- and (b)----------.
2. What specific things does Gelberg do and say to make you think he is (a)?
3. What specific things does Gelberg do and say to make you think he is (b)?

4. What effect does Gelberg have on Marty? on the new kid?

GROUP FIVE

Instructions to the Student: Answer the following questions concerning THE PLAYERS.

1. What word would you use to describe the team spirit shown in the story?
2. What do various players do and say to support your answer in # 1?
3. This story was about a neighborhood baseball game. However, what else in life might the author of this story be describing? Support your answers with reasons.

Writing. As in Phase 3, the students can engage in either personal or analytical responses to the short story. However, since the symposium presented the story from five different perspectives, the nature of the writing activity can be more complex. Consider a writing activity requiring a personal response:

To The Student: "Pecking order" is an expression used to describe group situations in which the members repeatedly pick on one member who they believe is weak. You saw a "pecking order" in the short story "The New Kid."

> Drawing upon your own experiences, describe a group situation at school, at home, at work where a "pecking order" is in operation. How does it work? In describing the situation, pay particular attention to the character traits of the victim as well as those of the attackers. Are there any attempts to stop the mistreatment? If so, what effect do they have?

Here is an example of a more involved analytical writing activity:

> To the Student: Prepare a list of five things you think are important in a best friend. On the basis of your list, which of the characters in "The New Kid" best measures up to your five requirements. Write a short essay describing why that character would be your best friend, using your preselected requirements as a basis. In supporting your reasons, refer to the story for specific things the character did and said. Hint: Write a paragraph on each one of the requirements the character meets. When you are through, write a brief introductory paragraph and, if you wish, a brief concluding paragraph.

Phase 5: Discussion clusters with a staged discussion, self generated questioning guides, and argumentative responses to literature.

Discussion Cluster Procedure: In Phase 5, student groups respond to their own questions in generating a solution to a problem posed in a literary text. In planning their own questioning guides, students should make sure that the questions, when answered, will lead to a solution for the problem posed. Following the discussion, the reporters will not make individual presentations but rather will participate in a give and take discussion in attempting to arrive at the best solution in the best tradition of panel discussions. Unlike Phase 4 where the symposium participants reported separately on the questions their groups answered, panelists will interact, functioning democratically like the discussion clusters themselves, that is. focusing on areas of agreement and disagreement and attempting to reach a consensus. As always panelists are encouraged to refer to text passages that can be used to settle the arguments. To make the panel discussion run smoothly, the teacher should moderate the discussion to insure equal participation as well as calm and orderly treatment of the issue. As the students gain facility in engaging in panel discussions, students can learn to become moderators by modeling teacher behavior.

The Guide. The questioning guide is developed by the students themselves in the following manner. At the top of the guide, the teacher should succinctly state the problem from the literature to be addressed in the discussion. Frequently, the problem can be a dilemma, puzzle, or discrepancy. Students in their groups then generate questions in an attempt to provide answers that will solve the problem. Questions might be modeled from these prototypes: What are the facts from the text that I need to know in order to

solve the problem? What inferences can I make about these facts? What generalizations can I make about the facts? How do these generalizations help toward a solution to the problem? What is the best solution for the problem? What follows is a teacher-prepared guide for the provocative, dramatic essay "Sport's Worst Tragedy," concerning a calamity at a soccer game in Lima, Peru.

> To the Students: Now that you have read the essay "Sport's Worst Tragedy" by Joseph P. Blank, you probably realize that though this disaster occurred several years ago there are more recent examples of similar disasters occurring at sporting events, particularly when crowds become unruly. The problem is this: Who is responsible for insuring that these disasters never occur again and how can the catastrophes be prevented from happening in the future? In your discussion clusters, try to arrive at a solution to the problem. In order to do that, you will need to develop a series of questions to answer in order to help you arrive at that solution. Pose a series of five to seven questions and then answer them. When you are through, select a spokesperson to represent your group in a panel discussion to be staged in front of the room.

When the spokespersons convene to present the panel, they will be asked to arrive at what they believe is the best solution to the problem. In a sense, they will recreate a staged discussion similar in tone and purpose to those completed earlier in the discussion clusters.

Writing. Having attended the discussion clusters and the panel discussion, the students will have accumulated enough data to write a fairly comprehensive argumentative essay on some aspect of human behavior at sporting events. The students should be directed to take a stand on an issue, and argue for a specific solution, using data from the essay, from the discussion clusters, and from the panel discussion.

CONCLUSION

Students respond to text primarily by talking about it or writing about it. Discussion is better conducted in the more supportive environment of small cooperative discussion clusters than by teacher-to-class interactions. Guides are effective means of showing students how to process information, concepts and generalizations from a text. Writing is an effective way for students to respond both personally and analytically to text. Discussion clusters, guides, and writing activities can/should be integrated for maximum learning effectiveness.

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Figure 1.

Type of Model	Three Common Instructional Strategies		
	(1) Discussion	(2) Guides	(3) Writing
Information Processing	Advance Organizer	Participation Guides	Graphic Organizers; Study Guides
Social	Group Investigation & Role Playing	LEF	Clustering; Mapping
Personal	Classroom Meeting & Synectics	Reading Guides	Essay exams, Library, & Term Papers

Figure 2.

Five-step Process for Phasing in
Student Participation and
Phasing Out
Teacher Direction

Discussion:	(1)	Students meet in small clusters; no oral summary report
	(2)	Small clusters; one student oral summary report
	(3)	Small clusters; individual symposium reports
	(4)	Small clusters; student moderator for representative reports
	(5)	Small groups; consensus
Guides:	(1)	Teacher prepared LFT guide; initiate argument
	(2)	Teacher prepared LFT guide; initiate finer discriminations
	(3)	Teacher prepared LFT guide; motivation
	(4)	Teacher prepared guided questions in five or six categories; focusing on one aspect of text for each category
	(5)	Teacher poses major problem inherent in the text; small group of students develop agenda of questions aimed at a solution
Writing:	(1)	Students arranged in small groups; collective judgment
	(2)	Students individually write responses to text; varied methods and approaches encouraged
	(3)	Students individually write responses; at least three levels of thought
	(4)	Individual responses; complex personal and analytical responses
	(5)	Individual responses; argumentative and/or persuasive